Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **May/June 2022**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **11** printed pages.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Question	Answer	Marks
1	**Describe <u>two</u> examples of social identities.** **Indicative content** • class; • gender; • age; • ethnicity; • religion; • subcultures; • any other appropriate identity. Reward a maximum of two examples of social identities. For each example, up to 2 marks are available: 1 mark for identifying an example of social identity. 1 mark for describing the example of social identity. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> features of the interpretivist approach to research.** **Indicative content** • A concern with the subjective meanings and interpretations individuals put on actions. • Rejection of the scientific method and its use of quantitative data. • A recognition that people exercise free will and are unpredictable. • Scepticism about objectivity/value freedom. • Using qualitative methods to understand the complexity of the social world. • An attempt to achieve verstehen (empathetic understanding). • Any other appropriate feature. • Building a rapport/connection with subject of study • Studying the way of life of the study group by observing them in their natural environment • Focus on gaining data that is high in validity • Subjective approach to research • Focus on agency over structure For this question, use of sociological material is likely to be demonstrated through reference to methodological concepts or use of examples related to specific research methods. Reward a maximum of two reasons. Up to 4 marks are available for each feature. 1 mark for making a point/giving a feature (e.g., Interpretivists focus on subjective meanings that individuals put on actions). 1 mark for explaining that point (e.g., they want to understand the reasons why people behave the way they do). 1 mark for selecting relevant sociological material (e.g., they favour unstructured rather than structured interviews). 1 mark for explaining how the material supports the point (e.g., as unstructured interviews give people the freedom to explain the reasons behind their actions). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of questionnaires as a research method.** **Indicative content** Strengths • Less researcher bias / more objective / no interviewer effect. • High in reliability /easily replicable as each person answers exactly the same questions. • Ease of codifying / quantifying answers. • Can make use of large sample–representative. • Allows for easy comparisons to be made, patterns and trends to be identified. • Easy to analyse data–often with the use of computer software (if closed). • Quick / cheap to administer–does not require a trained interviewer. • Open ended questionnaires may be higher in validity. • Any other appropriate strength.	**6**

Question	Answer	Marks
2(b)	Limitations • Less likely to give in-depth data (if closed–ended). • Categories / questions are decided by the researcher rather than respondent. • Absence of researcher means you are unable to clarify questions or check participant understanding. • May not be certain who has filled them out if they are postal/internet. • Postal questionnaires can have a low response rate, reducing representativeness. • Likely to be lower in validity • Respondents may give answers that are not true/not understand the question • Any other appropriate limitation. Reward a **maximum of one** strength. For this strength, up to 3 marks are available: 1 mark for identifying a strength of questionnaires (e.g., less researcher bias). 1 mark for explaining why this method has this strength (e.g., because they can be completed without the researcher present they are less likely to influence the respondent). 1 mark for explaining why it is a strength (e.g., this may increase the validity of the data obtained). Reward a maximum **of one** limitation. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of questionnaires (e.g., less likely to give in-depth data). 1 mark for explaining why this method has this limitation (e.g., if closed questions are used they do not allow respondents to answer in detail). 1 mark for explaining why it is a limitation (e.g., this means you are unable to gain an in-depth understanding **(**behaviour). (2 × 3 marks)	

Question	Answer	Marks
3(a)	**'Under-socialisation is the main cause of deviance.'** **Explain this view.** **Indicative content** • Under-socialisation is the idea that some groups experience inadequate socialisation which can negatively impact on their behaviour. • Failings in early socialisation and family background mean that many young people are raised without appropriate norms, values and attitudes which means they are likely to behave in deviant ways. • Some sociologists argue that there is a growing underclass who account for a great deal of criminal behaviour. This concept is often linked to the idea of an overgenerous welfare system which they argue makes it easier for young women to be single mothers and for men to reject the idea that it is important to have a job. • This explanation accounts for the likelihood of such groups/individuals to transgress and act in deviant ways. **Note:** Material solely relating to feral children should not be credited as this is not an example of under-socialisation, this is no socialisation. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that under-socialisation is the main reason that individuals act in deviant ways. • The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. • The material selected is appropriate and focused on the question with its relevance made clear.	**10**

Question	Answer	Marks
3(a)	**Level 2: 4–7 marks** • Some knowledge and understanding of the view that under-socialisation is the main reason that individuals act in deviant ways. • The response contains one clear and developed point and one relevant but undeveloped point. • Sociological material is used to support at least one point. • The material selected is appropriate but not clearly focused on the question or its relevance is not made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that under-socialisation is the main reason that individuals act in deviant ways. • The response contains one relevant but undeveloped point and one (or more) points related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** No response worthy of credit.	

Question	Answer	Marks
3(b)	**'Under-socialisation is the main cause of deviance.'** **Using sociological material, give one argument against this view.** **Indicative content** • Critique of the explanation in terms of differences in culture rather than under-socialisation (subcultural); • It is very difficult to measure/define what constitutes under-socialisation, and so it is difficult to study whether under-socialisation is the main cause of deviance; • It fails to explain the occurrence of deviant acts among individuals and groups who might be expected to have experienced adequate socialisation, such as university students and those from the middle class who commit white-collar crime; • Social resistance; • Marginalisation–approaches that view the relationships between different groups as shaped by power leads to some marginalised/resistant groups (e.g., The young) being 'labelled' as deviant etc.; • Biological/psychological explanations for deviant behaviour focusing on deficient personalities more prone to deviance; • Evidence of the persistence of social pressure promoting conformity (social exchange theory); • Structural approaches that focus on socio-economic factors that give rise to deviant/criminal behaviour. • Any other relevant argument **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that under-socialisation is the main reason that individuals act in deviant ways. • Sociological material, such as concepts, theories and evidence, is used to support the argument. • The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view under-socialisation is the main reason that individuals act in deviant ways. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that under-socialisation is the main reason that individuals act in deviant ways which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**